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loathe pictures than this. Our schools are filled with beautiful photographs and casts. Are their beauties allowed to sink in silently? By no means. Is their subtle influence for the bettering of the sense of beauty and the wish to create it allowed its perfect work? Not at all. These pictures must be "taught." The hardest-worked picture in the schools is the Sistine Madonna. It is safe to say that nine children out of ten come out of school with a thorough scorn for it. All enjoyment has forever departed. Even the sight of it in the Dresden Gallery will be a bore to them later, if they tell the truth. We all know these school pictures: "The Gleaners," "The Windmill," "Cattle Plowing," "The Shepherdess," etc. And the cast of St. George! Does he become the boy's ideal? "I'd rather be Bob Fitzsimmons than that old prig," says the boy who has been "taught" that cast.

The facts are to be deplored. Cannot teachers find a remedy? Is it impossible to give our public-school children a real love for poetry and a genuine, if limited, appreciation of the beautiful in art?

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SECONDARY SCHOOL FRATERNITIES NOT A FACTOR IN DETERMINING SCHOLARSHIP

To the Editor of the School Review:

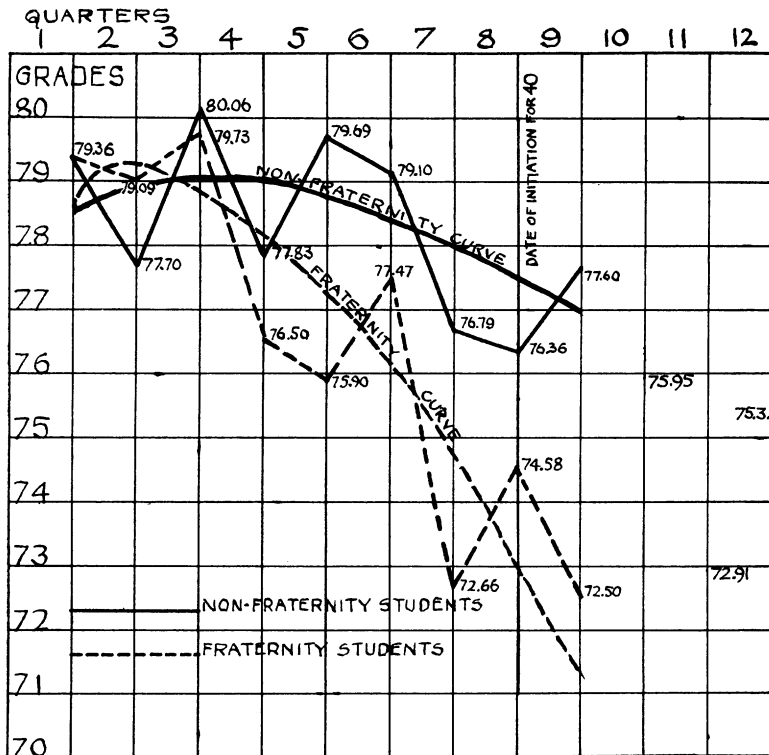
DEAR SIR: By the accompanying diagram I have attempted to show the relation in the Lewis Institute of Chicago between fraternity membership and scholarship. I have not investigated the influence of sorority membership on scholarship, the "boy problem" being capable of independent solution, at least so far as membership in secret societies is concerned.

The Lewis Institute is a "polytechnic school for both sexes," charging a quarterly tuition fee of twenty dollars. Established in 1896, it now has an attendance of about one thousand students in the day school. It is located on a busy street in the midst of small stores of all kinds. The influences that here affect student life are practically identical with those operating in the average city high school. That the tuition fee does not make it an exclusive school is proved by the fact that all grades of society are here represented.

My method of investigation has been as follows: I first made a list of all fraternity students who had attended the Institute for nine successive quarters, beginning with the first. I found sixty-one of such students. Only thirty-five of these sixty-one completed the full twelve-quarter course. I averaged all the grades of these sixty-one for the first quarter, and found a general average of 79.36. I then selected sixty-one non-fraternity students whose general average for the first quarter was also 79.36. The average student of one group was then similar to the average student of the other group in all respects except fraternity relationship. Both groups, fraternity and non-fraternity, started even at the beginning of the second quarter. I then calculated the general average of each group for

the eight following quarters. These general averages I plotted, securing instructive results.

As will be noticed in studying the accompanying diagram, the scholarship curve of both groups trends downward as the quarters pass. But the fraternity curve falls much more rapidly than the non-fraternity curve; so much, in fact, that for the ninth quarter the fraternity average is 5.1 points below the non-



fraternity average, whereas for the third quarter the fraternity average was 0.33 above; for the sixth quarter, only 2.63 below.

Now, if the average initiation date of the sixty-one fraternity boys were the beginning of the fourth quarter or before, one would plainly be justified in saying that the sudden fall afterward was due to the influence of fraternity membership. But the average initiation date of two-thirds of the fraternity students is *not* the fourth quarter, but the *ninth*. (Even if the records of the remaining third were attainable and the initiation dates were the lowest probable, the average initiation date would not come earlier than the eighth quarter. And this possible change would not invalidate my results.) Moreover, I calculated for the tenth, eleventh, and twelfth quarters the group averages of the thirty-six before referred to, who

completed the four-year course. I found the averages of these thirty-six for the last three quarters to be, respectively, 75.95, 72.91, and 75.30, in no case lower than the group average for the ninth quarter. Even if these thirty-six were especially studious, fraternity membership evidently exerted no deteriorating influence.

I have therefore concluded that, even if the sixty-one fraternity students had joined no fraternities, they would have fallen quite as rapidly; that in the Lewis Institute and in the ordinary city high schools the fraternity is not a factor in the determination of scholarship, whatever its other influences may be. The real factor is the lack of studiousness on the part of those boys who go into fraternities. Were there in secondary schools, such as those already mentioned, no such organizations as fraternities, there would still be this deterioration in scholarship on the part of these same students. With the vice of lowering scholarship the fraternities as organizations cannot justly be charged.

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AN EXPLANATION

To the Editor of the School Review:

SIR: After my review of Heath's *Cuentos Castellanos*, in the November issue of the *Review*, was written, it appears that the publishers had in preparation a new edition of the book purporting to be a careful revision of the text and notes. In view of my unfavorable comments under these heads in the old edition, it is proper to add that this revised one has appeared, and that in its present editorial workmanship it is a marked improvement on its predecessor.

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